



State of Nevada – Department Of Personnel

CLASS SPECIFICATION

<u>TITLE</u>	<u>GRADE</u>	<u>EEO-4</u>	<u>CODE</u>
DEVELOPMENTAL SUPPORT TECHNICIAN IV	29	E	10.339
DEVELOPMENTAL SUPPORT TECHNICIAN III	27	E	10.347
DEVELOPMENTAL SUPPORT TECHNICIAN II	25	E	10.357
DEVELOPMENTAL SUPPORT TECHNICIAN I	23	E	10.367

SERIES CONCEPT

Developmental Support Technicians supplement the work of qualified mental retardation professionals and other professional staff in providing direct client care and support including participation in the formulation and implementation of treatment plans for clients. Employees work in an intermediate care facility where they may be exposed to verbal and physical assault by clients.

Maintain current information on clients in assigned caseload including contact with parents or guardians; implement and maintain activity schedules; document information concerning treatment/training plans, significant behavioral and/or medical problems and report to appropriate professional staff.

Attend and participate in meetings regarding clients and contribute first-hand knowledge of changes or improvements; participate in meetings to assist in identifying, achieving and communicating the client's personal goals and outcomes; assist in planning and offering opportunities and support to enable the client to achieve goals; implement training programs developed by the interdisciplinary treatment team; model and teach communication and social skills.

Protect clients' rights by demonstrating appropriate professional and personal behavior; report observed violations of clients' rights and suspected or known instances of client abuse or neglect consistent with facility and division policies and procedures and State and federal statutes and guidelines; facilitate and protect clients during community events.

Implement verbal intervention for clients who are escalating and, as necessary, restrain or utilize appropriate behavioral and environmental controls for clients who are a threat to themselves or others and may be hostile, combative, aggressive or assaultive; follow facility procedures regarding techniques and duration of restriction; notify appropriate personnel of action taken and document as required.

Provide guidance and encourage client independence and choice in daily living skills and participation in the community; assist clients in reaching their maximum potential and advance their level of independent functioning.

Maintain client personal hygiene and assist clients with personal appearance, cleanliness and attire to include brushing hair and teeth, bathing, toileting and selecting appropriate clothing for the weather and/or special occasions; assist clients with environmental upkeep to include household chores such as laundry, cooking and menu planning; assist clients with basic budgeting and recordkeeping.

Supervise clients during meals in a residential, homelike setting; ensure clients on special diets receive the correct meals.

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SERIES CONCEPT (cont'd)

Maintain current knowledge and ensure compliance with applicable State and federal health and safety laws and regulations, as well as policies concerning infection control and related issues; handle and dispose of bodily waste, cleaning agents and other potentially hazardous materials; ensure facilities are clean and sanitary and report building maintenance needs.

Monitor, document, and report changes in clients' physical health status and appearance to nursing staff to facilitate appropriate treatment; record seizure activity; perform simple procedures for clients which may include encouraging fluids, washing cuts and abrasions, applying cold or heat packs, and other procedures as directed by medical staff; provide basic first aid, cardiopulmonary resuscitation (CPR) and the Heimlich Maneuver in emergency situations.

Transport clients to and from scheduled medical appointments, community services, work sites, school, and other activities using State vehicles and public transportation; report problems with agency vehicles.

Perform safety and security duties which may include periodic monitoring and testing of locks, keys and windows; check doors and other means of entry or exit; admit, monitor, and document names of visitors and service providers to the facility; conduct scheduled fire drills and emergency evacuations as assigned; count and verify client population and take appropriate action to determine client whereabouts; maintain current inventory of personal items and clothing.

Oversee shift activities on any shift on a rotating basis, including orienting new staff and clients, arranging staff coverage and deploying staff as necessary, coordinating emergency response, and notifying appropriate personnel.

Collect and maintain data to produce reports and maintain accurate records.

Perform related duties as assigned.

CLASS CONCEPTS

Developmental Support Technician IV: Incumbents perform all or part of the duties described in the series concept and either:

- (1) Work under direction of the program coordinator, and provide training and supervision for subordinate Developmental Support Technicians. Supervisory responsibilities include assigning and reviewing work, preparing and conducting performance evaluations, and recommending disciplinary action. Incumbents are assigned to a residential home and have responsibility for monitoring purchases such as residential home supplies, clothing, and food in accordance with established budget; monitoring the internal control of client funds; and assisting in the development of residential home programs and client support plans. In addition, they coordinate staffing, maintenance and transportation issues; respond to emergencies, contact senior management and community resources which may include the police and fire departments; assist in the development of policies and procedures; and may manage the staffing and operational budgets for the residential home; or
- (2) Work under direction of the residential director and oversee the operation of all residential homes on campus during the graveyard shift. Incumbents provide on-site supervision for technicians assigned to each home and make periodic checks on client welfare and technician activities. They also respond to any unusual situations and determine appropriate action such as summoning nursing staff or public safety

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CLASS CONCEPTS (cont'd)

Developmental Support Technician IV (cont'd)

authorities in emergencies. In addition, they may directly supervise staff by assigning and reviewing work, providing training, performing or contributing to performance evaluations, and recommending disciplinary action as appropriate.

Developmental Support Technician III: Under general supervision, incumbents perform the full range of duties described in the series concept at the journey level. Incumbents assist in training and overseeing the work of lower level technicians, and may be assigned to serve as a leadworker and oversee shift activities. In addition, they participate in interdisciplinary team meetings to discuss client behavior, report observations and provide input regarding changes to the treatment plan.

Completed work is reviewed periodically through observation, documentation and as unusual circumstances occur. Policy and procedures are available for reference to resolve problems.

Developmental Support Technician II: Under close supervision, incumbents continue to receive training and gain experience in performing duties described in the series concept. Work is reviewed and monitored on a regular basis until technical tasks have been mastered to ensure standards of care are met. Agency policy and procedures are available for training and reference.

This is the continuing trainee level in the series, and progression may occur when minimum qualifications are met, the incumbent is performing satisfactorily, and with the recommendation of the appointing authority.

Developmental Support Technician I: Under immediate supervision, incumbents receive training in the performance of duties described in the series concept. Work is closely reviewed and monitored, and extensive on-the-job training is provided to ensure standards of care are met. Agency policy and procedures are available for training.

This is the entry level of the series, and progression may occur when minimum qualifications are met, the incumbent is performing satisfactorily, and with the recommendation of the appointing authority.

MINIMUM QUALIFICATIONS

SPECIAL NOTES AND REQUIREMENTS:

- * Pursuant to NRS 433.279, incumbents are required to obtain and maintain certification.
- * Applicants must possess and maintain a valid driver's license as a condition of employment.
- * Incumbents must submit to background checks and fingerprinting.
- * Applicants must successfully complete a pre-employment physical examination and be free of active tuberculosis.
- * Incumbents work in a 24-hour facility and may be assigned to any shift which may include working weekends and holidays.
- * Incumbents must maintain current certification in cardiopulmonary resuscitation (CPR) and basic first aid as a condition of employment.

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MINIMUM QUALIFICATIONS (cont'd)

DEVELOPMENTAL SUPPORT TECHNICIAN IV

EDUCATION AND EXPERIENCE: Graduation from high school or equivalent education and four years of experience, three of which were paraprofessional experience in a residential or community services program providing care, treatment, training and supervision for individuals with developmental disabilities. In addition, applicants must have attained and maintained valid certification as required by statute and regulation; **OR** four years of experience which included one year of experience as a Developmental Support Technician III in Nevada State service and valid certification as required by statute and regulation. *(See Special Notes and Requirements)*

ENTRY LEVEL KNOWLEDGE, SKILLS AND ABILITIES (required at time of application):

Detailed knowledge of: data collection procedures; reporting procedures; standards of care and treatment for individuals with developmental disabilities; safety procedures and health regulations related to client care. **Working knowledge of:** positive behavior supports and reinforcements; requirements of accreditation, licensing, and regulation entities pertaining to the day-to-day operation of the residential home. **General knowledge of:** basic supervisory practices and procedures such as assigning and reviewing work. **Ability to:** interpret and apply policies and procedures related to client care and treatment and facility operations; implement new policies and procedures; actively participate in meetings including treatment team and committee meetings as assigned; monitor and maintain assigned residential home in accordance with established health and safety standards; organize time, set priorities, and meet deadlines; understand and assist subordinate staff in implementing the agency's mission regarding client support; *and all knowledge, skills and abilities required at the lower levels.*

FULL PERFORMANCE KNOWLEDGE, SKILLS AND ABILITIES (typically acquired on the job):

Working knowledge of: supervisory techniques used in hiring, training, and supervising subordinate staff. **General knowledge of:** household budgeting and financial recordkeeping procedures. **Ability to:** apply agency and division policies and procedures to specific situations and problems; assign, schedule, coordinate and organize the work of others; train and supervise assigned personnel; develop work performance standards and evaluate the performance of subordinate staff; actively problem-solve and intervene when client safety or progress could be affected; act as a role model for subordinate staff; create forms and compose and generate reports pertaining to client care and residential homes.

DEVELOPMENTAL SUPPORT TECHNICIAN III

EDUCATION AND EXPERIENCE: Graduation from high school or equivalent education and three years of experience, two of which were paraprofessional experience in a residential or community services program providing care, treatment, training and supervision for individuals with developmental disabilities. In addition, applicants must have attained valid certification as required by statute and regulation; **OR** three years of experience which included one year as a Developmental Support Technician II in Nevada State service and valid certification as required by statute and regulation. *(See Special Notes and Requirements)*

ENTRY LEVEL KNOWLEDGE, SKILLS AND ABILITIES (required at time of application):

Working knowledge of: purpose of treatment as applied to individuals with developmental disabilities; agency data collection and reporting procedures; agency policies and procedures pertaining to client care and treatment; safety procedures and health regulations related to client care; legal and reporting requirements related to denials of client rights, abuse, neglect or illegal behavior; adaptive equipment; medical and psychological terminology sufficient to understand professional staff's direction; psychotropic medications including desired effects and side effects. **General knowledge of:** human growth and development; positive behavior supports and reinforcements; family dynamics; requirements of

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MINIMUM QUALIFICATIONS (cont'd)

DEVELOPMENTAL SUPPORT TECHNICIAN III (cont'd)

ENTRY LEVEL KNOWLEDGE, SKILLS AND ABILITIES (cont'd)

accreditation, licensing, and regulation entities pertaining to client care and the day-to-day operation of the residential home; basic learning theory. **Ability to:** maintain current knowledge of client progress regarding personal goals and outcomes; define client progress and outcomes in observable and measurable terms; train and support clients in areas of self help, domestic living, finances, socialization, recreation, communication, and vocational and community awareness; interpret non-verbal behavior; follow emergency plans; orient new staff and clients to the residential home, programs and location; independently organize and facilitate individual and group activities; maintain a safe environment for clients, staff and public; organize and prioritize own work; operate general office equipment; *and all knowledge, skills and abilities required at the lower levels.*

FULL PERFORMANCE KNOWLEDGE, SKILLS AND ABILITIES (typically acquired on the job):

Working knowledge of: agency policies and procedures related to clients and the facility; State and community resources to contact for information and service referrals; client's records sufficient to write basic daily living skill programs for treatment/training of clients. **General knowledge of:** how developmental disabilities affect the treatment and symptoms of other disabilities; State laws applicable to developmental disabilities. **Ability to:** assist in developing, modifying and implementing assigned portions of client treatment/training programs; respond appropriately to crisis situations and refer to professional staff.

DEVELOPMENTAL SUPPORT TECHNICIAN II

EDUCATION AND EXPERIENCE: Graduation from high school or equivalent education and two years of experience, one of which was paraprofessional experience in a residential or community services program providing care, treatment, training and supervision for individuals with developmental disabilities. In addition, applicants must have completed coursework while working toward certification in accordance with statute and regulation; **OR** two years of experience which included one year as a Developmental Support Technician I in Nevada State service and completion of coursework required by statute and regulation. *(See Special Notes and Requirements)*

ENTRY LEVEL KNOWLEDGE, SKILLS AND ABILITIES (required at time of application):

Working knowledge of: assaultive behavior interventions to include self-defense and non-violent control of aggression; charting/documentation techniques, forms and procedures; universal precautions and infection control procedures. **General knowledge of:** laws, regulations and policies related to client rights, care, abuse and neglect; behaviors associated with developmental disabilities; growth and development of individuals with developmental disabilities; health and safety procedures and standards; basic medical and psychological terminology sufficient to understand professional staff's directions; basic first aid which may include CPR; housekeeping practices and procedures. **Ability to:** implement aspects of a treatment program as directed by professional staff; work with and assist clients through active listening, giving appropriate directions, showing interest in the individual client, and making suggestions to the treatment team; differentiate normal and unusual behavior of individual clients and report as required; read and follow written instructions, policies and procedures regarding client care; document observations, progress notes, and treatment/training programs in a clear, concise and understandable manner; control clients' aggressive and maladaptive behaviors in accordance with accepted agency practices and policies; properly restrain a client in accordance with established policies, procedures and guidelines; identify abuse, neglect and criminal behavior and report as required; record information on charts, logs and forms and compose routine letters; evaluate information and make logical decisions;

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MINIMUM QUALIFICATIONS (cont'd)

DEVELOPMENTAL SUPPORT TECHNICIAN II (cont'd)

ENTRY LEVEL KNOWLEDGE, SKILLS AND ABILITIES (cont'd)

accompany clients to various locations within and outside the residential home; use universal precautions related to infection control; use basic sign language; perform CPR, first aid and other life saving techniques; establish and maintain cooperative working relationships with co-workers, supervisors, and representatives of other agencies and the public; recognize signs and symptoms of common illnesses; *and all knowledge, skills and abilities required at the lower level.*

FULL PERFORMANCE KNOWLEDGE, SKILLS AND ABILITIES (typically acquired on the job):
(These are identical to the Entry Level Knowledge, Skills and Abilities required for Developmental Support Technician III.)

DEVELOPMENTAL SUPPORT TECHNICIAN I

EDUCATION AND EXPERIENCE: Graduation from high school or equivalent education and one year of experience involving public contact and which may have included providing care or guidance for children, elders or others; volunteer work in providing respite to caregivers; or leading youth groups; **OR** an equivalent combination of education and experience. *(See Special Notes and Requirements)*

ENTRY LEVEL KNOWLEDGE, SKILLS AND ABILITIES (required at time of application):

General knowledge of: personal hygiene applicable to client care; English grammar and punctuation sufficient to record information in client charts; basic arithmetic; basic meal preparation. **Ability to:** learn the characteristics of developmental disabilities; learn behavior modification and assaultive behavior intervention techniques; read, comprehend and implement agency policies and procedures specific to client care and treatment; learn to establish rapport and develop positive interpersonal relationships with clients; learn the difference between a personal and therapeutic relationship; accompany clients to individual and group therapy sessions and various activities; communicate orally in a clear, concise and effective manner; understand and follow oral and written directions; perform personal hygiene for a client with dignity and respect; demonstrate patience and flexibility in a variety of situations; work as part of a team; routinely bend, stoop and lift non-ambulatory clients weighing in excess of 75 pounds; learn to operate and maintain adaptive equipment such as hydraulic lifts, wheelchairs, and communication devices; safely drive a motor vehicle using defensive driving techniques; operate general office equipment including computers which may include entering data and maintaining routine records.

FULL PERFORMANCE KNOWLEDGE, SKILLS AND ABILITIES (typically acquired on the job):
(These are identical to the Entry Level Knowledge, Skills and Abilities required for Developmental Support Technician II.)

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This class specification is used for classification, recruitment and examination purposes. It is not to be considered a substitute for work performance standards for positions assigned to this class.

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ESTABLISHED:	9/10/82	9/10/82	9/10/82	9/10/82
REVISED:	12/19/85-12	12/19/85-12	12/19/85-12	12/19/85-12
REVISED:	7/1/89P	7/1/89P	7/1/89P	7/1/89P
	8/19/88PC	8/19/88PC	8/19/88PC	8/19/88PC
REVISED:	11/8/94UC	11/8/94UC	11/8/94UC	
REVISED:	10/13/95UC	10/13/95UC	10/13/95UC	
REVISED:	7/1/01P	7/1/01P	7/1/01P	7/1/01P
	10/4/00PC	10/4/00PC	10/4/00PC	10/4/00PC